

2019

**MAYBECK
HIGH
SCHOOL**



STRATEGIC PLAN

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STRATEGIC PLAN INTRODUCTION AND OVERVIEW

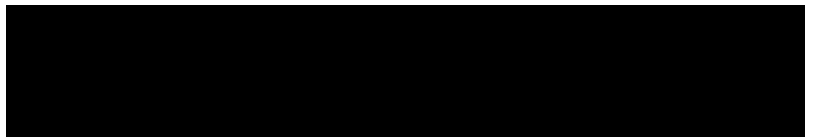
MISSION

Maybeck, established in 1972, is a vibrant community dedicated to learning, where all forms of diversity can flourish amid mutual support, respect, and responsibility. Through our small classes, high expectations, academic excellence, and programs outside the school, students can prepare for college and acquire the tools to engage actively and creatively in the wider world.

THE STRATEGIC PLAN

In late 2018 the Board began the work of preparing the ground for a Strategic Plan. In 2019 the Board formed a committee that was tasked with organizing staff, parent, student, alumni, and alumni parent feedback about the classrooms and community of Maybeck.

During these conversations the committee looked reflected on traditions, anticipated challenges, and closely examined the current work of the school. From these meetings a plan was created. This is that plan. The Board will use this document to guide short and long-term goals, establish



I. INSTRUCTION

A hallmark of a teacher's career at Maybeck is the ability to teach in many ways, in many disciplines, and to many kinds of students. Maybeck teachers are given great independence with the curriculum and teaching trajectory they choose; however, because of our size, teachers are often left to craft classes on their own, choose texts on their own, and create lessons on their own. Faculty do not have many colleagues in their discipline with whom to bounce off ideas and plans. Similarly, students appreciate the size of our seminar-style classes, the passion of the teachers, and the in-depth teaching they are receiving, but they also want opportunities to nurture their particular interests, which may lie outside of the Maybeck curriculum.



1. Fund and support teachers' memberships in professional organizations to bring greater access to resources in their teaching.
2. Continue both to fund and to increase expectations that staff grow as teachers in their academic fields and as members of the school community.
3. Encourage teachers to expand the offerings in their discipline, particularly to include areas of cultural competencies, spirituality, ethics, and philosophy.
4. Continue to provide opportunities for collaboration between colleagues.
5. Support the expansion of learning opportunities for students through a clearly defined and articulated process for independent studies, for enrollment in courses for credit at other institutions, and for participation in sports and the arts outside of Maybeck.
6. Underscore the intellectual and civic value of our outdoor education programs.
7. Examine STEM needs in the area of facilities and funding.

II. CONNECTIONS



At the heart of the Maybeck educational philosophy is an intentionally small community. Our low student-to-faculty ratio ensures that each student is known and included, and it provides the opportunity for strong mentoring relationships. Each student and teacher is valued for the individual contributions they make to the larger whole – our community. As we examined the benefits and limitations of being a small school community through the strategic planning process, we reaffirm our commitment to maintaining a small close-knit community while exploring opportunities to expand the connections with external institutions for the benefit of both students and teachers.

1. Consider avenues for expanding the social pool for students, while protecting the many social benefits of being a small community.
2. Examine the possibility of cultivating and formalizing relationships with other community organizations and institutions.
3. Foster teacher-student connection, ensuring in particular that teachers are approachable and that diversity of thought is welcomed and encouraged.
4. Commit to finding opportunities to address cultural competencies, spirituality, ethics, and philosophy through our academic courses as well as Special Programs.
5. Consider increasing extra-curricular options.
6. Examine ways that Juniors and Seniors may continue to increase their leadership opportunities.

III. INCLUSION

Maybeck's mission statement calls for a school community where all forms of diversity can flourish amid mutual support, respect, and responsibility. This can only be achieved with the wholehearted involvement of the entire community in the continuous examination of the cultural climate and diversity, equity, and inclusion practices. Maybeck acknowledges that many facets of identity are not immediately visible and that this work must be undertaken thoughtfully. The Board, faculty, student, and parent community have been working together to measure and strengthen our diversity and inclusion efforts while recognizing that this work must be ongoing.



1. Be deliberate in seeking all voices in conversations at Maybeck.
2. Provide both formal and informal avenues for students, parents, and staff to share their experiences.
3. Continue to fund appropriate consultants and professional development in support of our on-going work in diversity, equity, and inclusion.
4. Examine our practices in hiring, admissions, and the development of curriculum through the lens of inclusion.
5. Communicate our process and progress in this work to the community regularly.

IV. SUSTAINABILITY

Maybeck's origins are humble: student families paid what they could afford, and teachers worked for a very low and uncertain salary. Each spring during the early years the teachers would determine whether the school could afford to continue the following year. Now, nearly fifty years later, Maybeck finds itself financially secure but remains sensitive to the economic fragility of small independent schools. The Board is determined to maintain fiscal stability to sustain the school into the future and to assure our ability to continue our strong commitment to the economic diversity of the school through tuition assistance.



1. Promote a culture of giving.
2. Explore how development and fundraising could support Maybeck's mission.
3. Use NAIS resources to inform best practices for schools of our size.
4. Explore grant opportunities.
5. Continue Board oversight of investments in order to grow our endowment.